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AUTHOR	Racanelli, Meri Gann
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ABSTRACT

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the business relations--media/modeling program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The seven units are: orientation; business relations; personal grooming; communications for media modeling; media; fashion director/model; and modeling. (KC)

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Competency Based Vocational Curricula

COM-LINK

With Basic Skills And Academic Linkages

Dr. Frederick Felice, Project Director

Marilyn Halprin, Co Project Director (Project Coordinator)

In Cooperation With The

New Jersey State Department of Education

Division of Vocational Education

And

Ocean County Vocational-Technical School

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Ocean County Vocational-Technical School

Business Relations - Media/Modeling

Prepared by

Meri Gann Racanelli, Instructor

Project Director
Frederick Felice, Ed. D., Assistant Superintendent

Project Coordinator and Editor
Marilyn Halprin, Supervisor of Basic Studies

Assistant Editor and Typist
Laura Vassallo

Administrative Offices
137 Bey Lea Road
Toms River, New Jersey 08753

William G. Henry, Superintendent

In cooperation with
the New Jersey Department of Education
Division of Vocational Education, Trenton, New Jersey 08625

PHILOSOPHY OF EDUCATION

The Ocean County Vocational-Technical Education Program should consist of those courses, activities and experiences which are designed to prepare students for a successful entrance in a given field of work. The program should be based upon an analysis of the worker needs of the field of work, the opportunities and requirements for entrance, and the particular characteristics and needs of the students.

We believe that:

The school should educate and train the students to live effectively in our ever-changing world.

The school should provide, for each student, intensive training toward general and specific job objectives, and setting standards of performance in keeping with the requirements of that particular field of work.

All students should evidence the interest, aptitude, and ability to profit from the specialized instruction, and this should be a condition of entrance into or continuance in a given field of work.

Equal attention should be given in the school program to develop sound character, good citizenship, ability to think critically, and maintain good mental and physical health.

The school must be constantly striving to fulfill its ultimate purpose; that of serving the students and the community. The school should give careful consideration to the needs, interests, and capacities of the students and the educational and technical background, experience, training, and professional interest of the professional staff as they develop a working philosophy of education.

PREFACE

The curriculum format employed by this project is competency based and utilizes the Ocean County Vocational-Technical Schools' curriculum infused model for the teaching of basic skills as part of vocational education. The design demonstrates the relationship of vocationally related skills to communication, mathematics and science knowledge. Proficiences with regard to student outcomes cannot be achieved without mastery in related academic areas. All student outcome objectives are predicated upon entry level skills which reflect the dictates of the job marketplace and industry. In addition, basic skills matrices developed by the district are included. The totality of this package is designed to facilitate the vocational teaching process and to enchance the learning experiences of our students.

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
AIR CONDITIONING, REFRIGERATION AND HEATING	900	140	120	120	520
AUTO BODY REPAIR	900	130	120	125	525
AUTOMOTIVE MECHANICS	900	150	120	120	510
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	900	216	126	125	433
BEAUTY CULTURE I AND II	1000	240	120	130	515
BUILDING TRADES	900	135	120	130	515
BUSINESS RELATIONS - MEDIA/MODELING	450	200	60	40	150
CHILD CARE AIDE	900	240	120	122	418
COMMERCIAL ART AND PRINTING	900	120	215	75	580
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	900	130	125	130	515

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COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
COMMERCIAL PHOTOGRAPHY & TELEVISION PRODUCTION	900	150	125	80	545
CUSTOM CABINETMAKING	900	130	120	60	590
DENTAL ASSISTING	450	168	65	77	140
DESIGN DRAFTING	900	135	150	165	450
ELECTRICAL TRADES	900	106	120	124	550
FASHION MERCHANDISING	450	200	60	40	150
FOOD SERVICES	900	206	132	125	437
INDUSTRIAL AUTOMATION AND ELECTRONICS	900	129	140	132	499
INTERIOR DESIGN	900	210	130	120	440
LANDSCAPING AND GREENHOUSE TECHNOLOGY	900	125	125	175	475

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900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
MARINE ENGINE AND BOAT SERVICES	900	164	120	125	491
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	450	173	60	77	140
MEDICAL SKILLS AND RELATED HEALTH CAREERS	450	135	65	125	125
MEDICAL SKILLS (ADVANCED)	450	125	60	125	140
PLUMBING AND HEATING	900	140	120	120	520
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	900	125	130	60	585
T.V. AND COMPUTER REPAIR	900	125	150	175	450
WELDING	900	135	120	100	545

COMMUNICATION SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School.
The asterisk indicates that the topic is studied in that curriculum.

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Textbook/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*
CHILD CARE AIDE	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*

COMMUNICATION SKILLS - CONTINUED

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
DESIGN DRAFTING	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
FOOD SERVICES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*		*	*			*	*	*	*	*	*	*	*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
WELDING	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

MATHEMATICS SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*	*	*	*	*	*	*	*	*		*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*			*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*		*	*		*			*			*
CHILD CARE AIDE	*	*	*	*	*	*		*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*		*	*	*		*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*		*	*			*

MATHEMATICS SKILLS - CONTINUED

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
DESIGN DRAFTING	*	*	*	*	*	*		*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*		*	*	*		*
FOOD SERVICES	*	*	*	*	*	*		*	*	*		*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*	*	*	*		*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*		*	*	*		*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*	*	*	*		*			*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*	*	*	*		*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*			*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*		*	*	*
WELDING	*	*	*	*	*	*		*	*	*	*	*

SCIENCE SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits in your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
AIR CONDITIONING, REFRIGERATION AND HEATING							*	*	*	*	*	*		*	*	*				*	*	
AUTO BODY REPAIR								*	*	*	*	*	*	*	*					*		*
AUTOMOTIVE MECHANICS								*		*	*	*	*	*	*	*				*		
AUTOMOTIVE DIESEL AND ENGINE REBUILDING								*		*	*	*		*	*	*	*			*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*				*	*	*	*		*	*					*	
BUILDING TRADES							*	*	*	*	*	*	*		*	*		*		*		
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	N	* O	* T	* A	V	* A	I	L	A	B	L	E										
CHILD CARE AIDE	*	*	*	*	*	*			*		*	*		*	*			*	*		*	*
COMMERCIAL ART AND PRINTING CAREERS	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*		*	*						*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*		*		*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	N	O	T	A	V	* A	I	* L	A	* B	* L	* E	*		*	*						*
CUSTOM CABINETMAKING	* N	O	T	A	V	A	I	* L	A	* B	* L	* E			*			*				
DENTAL ASSISTING	*	*	*	*	*	*				*	*	*	*								*	*

SCIENCE SKILLS - CONTINUED

COURSE	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
DESIGN DRAFTING							*	*	*	*		*	*		*	*	*			*		*
ELECTRICAL TRADES							*	*	*	*	*		*	*	*	*	*		*			
FASHION MERCHANDISING	*	*	*	*		*		*		*	*	*	*								*	
FOOD SERVICES					*	*		*	*		*	*	*		*				*		*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS								*		*			*	*	*	*	*			*		
INTERIOR DESIGN		*	*			*	*	*	*	*	*	*	*		*	*						
LANDSCAPING AND GREENHOUSE TECHNOLOGY							*	*	*		*	*	*		*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE								*	*	*	*	*	*	*	*	*		*		*		
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	N	* O	* T	* A	* V	* A	I	L	A	B	* L	E										*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*		*	*					*			*		*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*		*	*					*			*		*	*
PLUMBING AND HEATING					*		*	*	*	*	*	*			*	*		*		*		*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*	*	*	*				*		*
T.V. AND COMPUTER REPAIR										*	*	*	*	*	*	*				*		
WELDING								*		*	*	*	*	*	*	*				*		

COURSE OBJECTIVES

1. To prepare students with entry level skills, abilities and knowledge for employment in business relations - media/modeling.

2. To present 900 hours of instruction and practice in business relations - media/modeling in accordance with the course curriculum and skill profile outline.

3. To provide a detailed summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the business relations - media/modeling skill profile.

4. To help each student develop positive attitudes and ideals related to their occupation in business relations - media/modeling and understand their own capabilities and potential.

5. To instill in each student the need to plan for their professional growth through continuous learning in their chosen occupation.

STUDENT ACTIVITIES

All students enrolled in the Ocean County Vocational-Technical School are encouraged to join Vocational Industrial Clubs of America (VICA). Student activities are infused into each program. Each building has a student government and a student activities program separate from VICA. Additionally, students from each center and every class are encouraged to participate in the VICA Leadership and Job Demonstration Contests which begin in the centers and radiate throughout the district as Ocean County Vocational-Technical School inter school winners are chosen.

Student activities emphasize the basic precepts of VICA, as well as the basic tenets of democracy. Within the context, each of our programs teaches the dignity of work, high standards in trade ethics and safety, and a belief in the free enterprise economic system.

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UNIT: ORIENTATION

TOPIC: SAFETY - SCHOOL RULES - CLASS RULES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Review and discuss school materials on safety and rules of conduct II. Classroom equipment and proper use	A. Student rights and responsibilities B. Student expectations C. School code of behavior D. School code of dress E. Attendance policy F. Drug policy G. Make-up work H. Bedside instruction I. Smoking policy J. Tools and equipment K. Graduation policy L. Credit policy M. Grading system O. Accident procedures P. Daily cleaning duties and assignments Q. Concern for school equipment R. Proper use of school equipment S. Precautions in the use of classroom equipment	A. Note taking skills B. Filling out forms C. Oral communication D. Reading of school materials and handouts E. Vocabulary F. Observation skills G. Thought organization H. Written and verbal tests			A. The student will be aware of their rights B. The student will be knowledgeable of their responsibilities C. The student will be aware of expectations D. The student will be aware of school policies and procedures E. The student will be aware of school concerns F. The student will be aware of safety in the classroom and around the school

UNIT: ORIENTATION - CONTINUED

TOPIC: CAREER OPPORTUNITIES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Career opportunities	A. Make-up 1. Sales 2. Consultant B. Fashion 1. Sales 2. Consultant 3. Coordinator C. Charm and modeling schools 1. Sales 2. Consultant 3. Teacher D. Business relations 1. Hostess 2. Sales 3. Consultant E. Fashion coordinator - stylist F. Modeling 1. Runway 2. Fashion 3. Photography 4. Commercial 5. Trade show/promotion G. Journalism 1. Make-up 2. Fashion 3. Beauty H. Media				A. The student will have an overview of the field of Business Relations - Media/Modeling B. The student will be able to understand the allied fields to modeling C. The student will be able to list specific job opportunities available to him/her in the field of Business Relations - Media/Modeling

UNIT: BUSINESS RELATIONS

TOPIC: PERSONAL ATTITUDES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. View slide presentation on personal attitudes II. Role-play situations III. Review and recall work done on personality development and human needs	A. Getting along with people B. Understanding human behavior C. Sensitivity to people's needs D. Human behavior and actions E. Human needs in behavior F. Why people behave the way they do G. Filming of role-play situations	A. Oral communications B. Outlining and note taking C. Expository writing skills D. Functional reading skills 1. Text 2. Handouts			A. The student will be able to demonstrate an understanding of the concepts of personal attitudes B. The student will be able to demonstrate an understanding of human behavior through sensitivity C. The student will be able to demonstrate an understanding of actions and reactions of people by observation and class interaction D. The student will be able to demonstrate an understanding of why people act in certain ways E. The student will be able to demonstrate an understanding of what motivates behavior F. The student will be able to demonstrate tolerance toward people's behavior G. The student will be able to demonstrate patience toward people

UNIT: BUSINESS RELATIONS - CONTINUED

TOPIC: ATTITUDE DEVELOPMENT - PERSONALITY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Understanding personality and personality development II. Self analysis of strong and weak points III. Awareness of factors impacting upon personality development	A. Presentation of material 1. Slides 2. Lecture 3. Open discussion 4. Handouts B. Personality development 1. Self discipline 2. Social interaction 3. Understanding needs 4. Impact changes 5. Personality C. Analysis of strong and weak points 1. Personality traits 2. Logic 3. Emotion 4. Methods of adjustment D. Development impact 1. Heredity a. capacity b. ability c. potential 2. Environment a. culture b. subculture 3. Experience and learning E. The self 1. Self concepts 2. Self image 3. Real self 4. Imagined self F. Process of becoming 1. Understanding 2. Modification 3. Change 4. Growth a. positive b. negative	A. Functional reading skills B. Vocabulary C. Expository writing skills D. Thought organization E. Questioning techniques F. Research skills G. Test taking skills H. Reports 1. Written 2. Oral			A. The student will be able to define personality B. The student will be able to demonstrate a knowledge of the factors that make up personality C. The student will be able to demonstrate a knowledge of the concepts of self awareness D. The student will be able to improve social behavior E. The student will be able to list growth in at least four areas F. The student will be able to demonstrate an understanding of the various impacts upon personality and development G. The student will be able to analyze self and allow for behavior change H. The student will be able to prepare a list of things about him/her that he/she likes and dislikes I. The student will be able to write a report on what he/she thinks about him/herself and explain his/her feelings

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	G. Emotions 1. Inner expression 2. Outer expression a. anger b. fear c. anxiety d. hurt e. love f. belonging g. loneliness 3. Emotional release a. physical activity b. talk it out c. sense of humor d. positive thought and action				

UNIT: BUSINESS RELATIONS - CONTINUED

TOPIC: SOCIAL ATTITUDES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Understanding social attitudes	A. Getting along with others	A. Functional reading skills	A. Money skills		A. The student will be able to demonstrate a knowledge of the concepts of social attitudes
II. Role-play situations	B. Understanding others	B. Outlining and note taking	B. Counting skills		B. The student will be able to show understanding and sensitivity toward customers and people
III. Select newspaper and magazine ads and articles showing attitudes as reflected in behavior and attire	C. Sensitivity toward people's feelings	C. Expository writing skills	C. Accounting skills		C. The student will be able to demonstrate the proper techniques and the value of social attitudes
IV. Dinner fashion show	D. Understanding people's needs	D. Oral communications			D. The student will be able to demonstrate the process of proper introduction
	E. Patience in communication	E. Body language			E. The student will be able to demonstrate the proper aspects of putting on a fashion dinner show
	F. Acceptance	F. Acting skills			F. The student will be able to demonstrate the concept of organization
	G. Tolerance				G. The student will be able to demonstrate the proper set up of banquet arrangements
	H. Everyday examples of display of attitudes through behavior and attire				H. The student will be able to make up and send out invitations properly
	I. Protocol of proper introductions				I. The student will be able to properly write a script
	J. Filming of role-play situations				J. The student will be able to properly speak over a microphone
	K. Produce and direct dinner fashion show				K. The student will be able to demonstrate the importance of cordiality in working with guests

UNIT: BUSINESS RELATIONS - CONTINUED

TOPIC: BUSINESS ATTITUDES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Answer phones, write messages on phone message forms II. Review of business attire III. Role-play situations IV. Dinner fashion show	A. Slide presentation on business relationships 1. Working with others in the work place 2. Cooperation in the work place B. Filming of role-play situations 1. Employee sensitivity 2. Employer sensitivity 3. customer sensitivity 4. Professionalism C. Telephone skills 1. Politeness 2. Clarity 3. Concern for customers 4. Good communications 5. Patience 6. Writing messages D. Business protocol through introductions E. Proper attire in the work place F. Class trip to various businesses 1. Observe work attitudes 2. Observe work attire G. Filming and production of dinner fashion show	A. Oral communications B. Listening skills C. Outlining and note taking D. Functional reading skills 1. Text 2. Handouts E. Acting skills	A. Money skills B. Counting skills C. Accounting skills	Colors	A. The student will be able to demonstrate a knowledge of the need for cooperation in the work place B. The student will be able to demonstrate an understanding of the need and value of working with others C. The student will be able to develop patience and understanding with dealing with people D. The student will be able to demonstrate an understanding of the concept of professionalism E. The student will be able to demonstrate an understanding of the value of voice/speaking quality F. The student will be able to take and write telephone messages properly G. The student will be able to properly introduct people H. The student will be able to demonstrate an understanding of the proper attire and attitude in the work place I. The student will be able to demonstrate a knowledge of the various aspects of putting on a fashion dinner show 1. Banquet organization 2. Planning and organization skills 3. Salesmanship 4. Reservations 5. Writing receipts 6. Team work

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Review and discuss salesmanship	A. Films and slides 1. The art of conversation 2. The art of listening B. Role-play (filming) 1. Greetings 2. Introduction 3. Stress C. Knowledge of the product 1. Understanding the need 2. Understanding the value D. Salesmanship attitude 1. Terms to avoid 2. Proper verbalization E. Finalized sale 1. Must be in writing and signed 2. Filling out the sales book 3. Filling out orders F. Company refund policies G. Salesmanship 1. Media salesmanship - selling time 2. Model in salesmanship 3. Model as demonstrator 4. Wholesale salesmanship a. the quantity approach b. sales dealing in volume 5. Phone salesmanship - telemarketing H. Pitfalls of salesmanship - reactions of the consumer to the salesperson I. Viewing and understanding feelings through acting 1. Attitudes 2. Rejection J. Attire in selling - dressing appropriately for the job K. Dealing with management 1. Understanding the company 2. Understanding the boss	A. Functional reading skills B. Outlining and note taking C. Vocabulary D. Oral communications E. Expository writing skills F. Body language	A. Addition B. Accounting skills C. Sales tax computation D. Computations		A. The student will be able to demonstrate an understanding of the concepts of salesmanship B. The student will be able to demonstrate an understanding for the need and value of a congenial greeting C. The student will be able to demonstrate a knowledge of product importance D. The student will be able to avoid negative terms of salesmanship E. The student will be able to fill out various sales forms F. The student will be able to demonstrate an understanding of the value of a refund policy G. The student will be able to demonstrate an understanding of the different approaches to the sale of different products H. The student will be able to demonstrate a knowledge of the actions and reactions during the sales pitch I. The student will be able to demonstrate an understanding of the reactions of the consumer J. The student will be able to dress appropriately for the sales job K. The student will be able to properly answer the phone and understand the use of the phone in sales L. The student will be able to demonstrate an understanding of the concerns of management

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Review and discuss travel basics II. Making reservations III. Making sales presentations	A. Presentation materials 1. Slides 2. Handouts 3. Filmstrips B. Speakers C. Field trip to travel agency D. Travel 1. Different modes of travel 2. Various prices 3. Pitfalls a. cancellations b. refunds c. delays d. computer errors 4. Reading flight guides 5. Good organization for trouble free travel E. Making reservations 1. Telephone communications a. flight b. lodging 2. Written communications a. flight b. lodging F. Making a sales presentation for a packaged trip 1. Transportation 2. Lodging 3. Meals 4. Present package to the customer	A. Functional reading skills B. Vocabulary C. Outlining and note taking D. Oral communications E. Writing skills	A. Computations B. Sales tax computation C. Accounting skills D. Filling out sales receipts E. Timing and charges F. Billing/prices G. Calculations breakdown	Weather	A. The student will be able to experience the excitement of travel B. The student will be able to demonstrate an understanding of the role of the computer in the travel industry C. The student will be able to demonstrate a knowledge of the responsibilities of the travel clerk D. The student will be able to read and interpret flight guides E. The student will be able to schedule and confirm reservations F. The student will be able to package a trip including prices and accomodations G. The student will be able to present the travel package to the customer both orally and in written form

UNIT: BUSINESS RELATIONS - CONTINUED

TOPIC: JOB HUNTING - THE SEARCH AND THE RESUME

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Review and discuss techniques for getting a job II. Developing a resume III. Writing letters of introduction and the application form IV. Mock interview	A. Techniques for getting a job 1. Self analysis 2. Life with a purpose and a plan 3. Value of being positive 4. Preparation for the world of work 5. Best suited jobs 6. Training 7. Where to look 8. Job knowledge 9. Learning about the company B. The resume 1. Purpose of the resume 2. Format 3. Organization 4. Approach 5. Content 6. Putting your best foot forward 7. Public relations in writing the resume 8. Clarity C. Letters of introduction - 1. Importance 2. Neatness D. Application form 1. Importance 2. Answering questions correctly and effectively 3. Neatness E. Interview do's and don'ts 1. Voice quality 2. Personality 3. Proper dress/attire 4. Proper make up 5. Courtesy 6. Twenty-five most asked questions during an interview	A. Outlining and note taking B. Functional reading skills C. Listening skills D. Oral communications E. Writing skills F. Proper grammar G. Body language			A. The student will be able to demonstrate a knowledge of how to get a job B. The student will be able to research a job and company C. The student will be able to demonstrate how to write a resume D. The student will be able to demonstrate proper resume format E. The student will be able to demonstrate a knowledge of the value and importance of a good resume F. The student will be able to write a letter of introduction G. The student will be able to fill out application forms properly and neatly H. The student will be able to develop confidence for the interview I. The student will be able to knowledgeable of protocol

UNIT: BUSINESS RELATIONS - CONTINUED

TOPIC: JOB HUNTING - THE PORTFOLIO

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Review and discuss the portfolio II. Comparison of typcial resume and theatrical resume III. Review and discuss the composite	A. Portfolio 1. Purpose 2. Importance 3. Organization and layout 4. Sample 5. Use of video in portfolios B. Theatrical resume 1. Purpose 2. Impact C. Composite 1. Theater 2. Modeling 3. Media	A. Oral communications B. Vocabulary C. Speaking through pictures and layout D. Writing skills			A. The student will be able to demonstrate a knowledge of what qualities make up a good and well laved out portfolio B. The student will be able to demonstrate an understanding of the purpose and concept of the portfolio C. The student will be able to properly layout his/her own portfolio D. The student will be able to demonstrate an understanding of the concepts of the theatrical resume E. The student will be able to develop a theatrical resume F. The student will be able to demonstrate an understanding of the composite G. The student will be able to develop a composite layout

UNIT: PERSONAL GROOMING

TOPIC: SELF GROOMING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Physical - charts A. Calories B. Exercise C. Vitamins II. Identify face shape and bone structure III. Comb/brush hair to face shape and bone structure IV. Model various hairstyles for different occasions and fashions A. Personal B. Social C. Business D. Character poles	A. Weight categories B. Calories C. Vitamins D. Foods E. Exercise for figure defects F. Personal clothes 1. Selection for personal figure a. design b. color c. fabric 2. Selection for occasion a. business b. casual c. evening G. Deodorants H. Bathing I. Oral hygiene J. Skin oils/moisturizers K. Perfumes L. Hair 1. Hair products 2. Hair styling M. Walking N. Standing O. Sitting P. Lifting Q. Fashion accessories 1. Shoes 2. Jewelry 3. Hats, scarves and gloves R. Etiquette S. Manners T. Protocol U. Attitudes and ethics	A. Class discussion B. Written homework C. Thought organization D. Note taking skills E. Vocabulary F. Written and verbal tests	A. Calculation for calorie count B. Lines, shapes and dimensions	A. Calories B. Vitamins C. Chemical balance of the human body D. Colors	A. The student will know the best weight category for his/her age and size B. The student will know the value of good health for a good personal appearance C. The student will know face shapes as they apply to self D. The student will know bone structure as applied to self E. The student will be able to understand the theory of hairstyles F. The student will know how to walk, stand, sit and lift correctly G. The student will be knowledgeable of fashion accessories H. The student will be aware of etiquette, manners and protocol

UNIT: PERSONAL GROOMING - CONTINUED

TOPIC: IDENTIFICATION OF FACE SHAPES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify own face shape and bone structure II. Apply general make-up for face shape and analyze hairstyle	A. Specific face shapes B. Impact of face shapes on fashion C. Color selection D. Skin tones E. Bone structure 1. Oval face 2. Pear shape/triangle 3. Square face 4. Round face 5. Oblong face 6. Diamond face 7. Inverted triangle 8. Heart shape	A. Vocabulary B. Spelling C. Note taking skills D. Functional reading skills E. Oral communication F. Research skills G. Thought organization H. Listening skills I. Observation skills	A. Shapes B. Lines C. Dimensions		A. The student will know face shapes B. The student will know bone structure C. The student will be able to apply make-up to personal face shape and bone structure

UNIT: PERSONAL GROOMING - CONTINUED

TOPIC: SKIN CARE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify skin types II. Analyze skin III. Apply cleaners, remove cleaning cream and apply astringents	A. Skin types and cleanliness 1. Face 2. Hair and scalp 3. Dry skin 4. Oily skin 5. Nutrition 6. Sunning B. Soaps 1. All purpose 2. Antiseptic 3. Astringents 4. Cleansing creams 5. Deep pore cleaners 6. Hormones and estrogenics 7. Liquifying creams 8. Medicated creams 9. Moisturizing creams 10. Acne creams and lotions 11. Blemish creams	A. Functional reading skills B. Vocabulary C. Spelling D. Homework E. Oral report F. Written test		A. Skin 1. Pores 2. Oils 3. Glands 4. Function B. Skin conditions 1. Allergies 2. Boils 3. Blemishes 4. Dry skin 5. Eczema 6. Blood circulation and the skin C. Hormones and estrogenics	A. The student will be able to understand skin conditions and the ways of dealing with them B. The student will be able to apply the various products necessary for good skin care

UNIT: PERSONAL GROOMING - CONTINUED

TOPIC: MAKE-UP

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Techniques in make-up application II. Self analysis of skin tone and condition III. Application of make-up concentrating on minimizing defects IV. Application of various types of foundations V. Identify proper color and shading to face shape VI. Identify different looks of modeling face make-up A. Day look B. Evening look C. Business look	A. Self analysis 1. Face shape 2. Skin tone 3. Skin conditioners 4. Features a. assets b. liabilities B. Color charts C. Types of skin 1. Normal skin 2. Dry skin 3. Oily skin 4. Problem skin a. diet b. cleanliness c. medication d. patience D. Minimize defects of problem skin E. Skin tones/color/foundation 1. Pale/fair 2. Ivory 3. Cream/light cream 4. Pink/rosey 5. Light olive 6. Dark olive 7. Tan/bronze 8. Brown 9. Mocha 10. Black F. Types of foundations 1. Cream (moisturizing) for dry, oily and normal 2. Cake - flawless look 3. Liquid for quick coverup 4. Powders - sponge application a. translucent b. conceal G. Blush and cheek color 1. Dry blush 2. Liquid blush 3. Cream blush H. Color tones for shading I. Shading for face shapes and defects	A. Research skills B. Report writing C. Note taking skills D. Listening skills E. Spelling		A. Skin - B. Glands C. Allergic reactions D. Pores	A. The student will be able to apply make-up B. The student will be able to analyze self and others in terms of facial shapes C. The student will be able to apply make-up properly D. The student will be able to identify various types of skin conditions E. The student will be able to properly apply make-up foundations using learned techniques F. The student will be knowledgeable of appropriate make-up dictates and capable of applying same

TOPIC: LIPS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Lip analysis II. Lip colors III. Techniques and application of lip color	A. Lip size and shapes 1. Full 2. Small 3. High points 4. Thin B. Upper and lower lips C. Selection of color according to skin tone D. Selection of color according to lip and face shape E. Use of lip brush and pencil F. Lip moisturizers G. Lip foundations 1. Creams 2. Liquids H. Color theory	A. Outlining and note taking B. Vocabulary C. Writing skills D. Reading skills E. Listening skills F. Oral communication G. Test taking skills H. Spelling	A. Facial shapes B. Lip shapes		A. The student will be able to analyze lips and lip structure for appropriate color and design B. The student will be knowledgeable of lip color C. The student will be able to demonstrate the proper application and shaping of lip color

UNIT: PERSONAL GROOMING - CONTINUED

TOPIC: EYE CARE AND EYEBROWS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify eye color and eye shapes II. Apply personal eye make-up III. Apply proper eyebrow shape to face shape IV. Application of A. Astringent or freshener B. Eye foundation C. Eye shades D. Eye liner E. Eyelash color	A. Safety B. Body sensitivity (hypoallergenic) C. Color selection 1. Liquid 2. Cake D. Technique/application E. Eye care products 1. Eyebrow pencil 2. Eye liner 3. Eye shadow 4. Eyelash mascara F. Eyelash care G. Eyebrow H. Corrective make-up I. Eye shapes 1. Round 2. Small	A. Functional reading skills B. Following directions C. Class discussion D. Oral tests E. Written tests F. Vocabulary G. Note taking skills H. Spelling	A. Dimension B. Shapes	A. Human eye B. Hypoallergenic concepts C. Chemicals (make-up) D. Skin and hair follicles E. Glands G. Color	A. The student will be knowledgeable of eye care and color B. The student will be able to apply eye make-up in relation to eye shape, face shape and skin tone C. The student will be knowledgeable of the variety of products available for the most appropriate and effective eye make-up

UNIT: PERSONAL GROOMING

TOPIC: NAIL CARE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Discuss nails and nail care II. Use correct equipment to demonstrate the use in nail care	A. Equipment 1. Emery board 2. Orangewood stick 3. Nail brush and bowl 4. Cuticle nippers 5. Nail buffer B. Materials 1. Polish remover 2. Cuticle cream 3. Cuticle remover 4. Absorbent cotton 5. Base undercoat 6. Nail polish 7. Colorless topcoat 8. Hand lotion C. Manicure procedure	A. Functional reading skills B. Oral communications C. Vocabulary D. Spelling E. Test taking skills		Parts of the body	A. The student will be able to demonstrate a knowledge of the equipment available for nail care B. The student will be able to care for nails

UNIT: COMMUNICATIONS FOR MEDIA MODELING

TOPIC: BODY LANGUAGE/VOICE/SPEECH

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Analysis of good and poor communication II. Self analysis of articulation III. Analysis of good posture IV. Developing proper telephone answering techniques V. Speaking before a group VI. Analysis of body movements	A. Good and poor communication 1. Film/tapes 2. Role-play 3. Characteristics a. good sounds b. good speech B. Develop skills for voice control 1. Breathing 2. Volume 3. Pitch 4. Projection 5. Speed 6. Sound appeal 7. Pleasant sounding voice 8. Qualities of good sound C. Good posture 1. Impact on voice quality 2. Necessity in verbal communications D. Answering the telephone 1. Slides/tapes 2. Role-play 3. Lecture 4. Telephone personality 5. Good sounding voice 6. Attitudes reflected through speaking E. Reading aloud - hearing own speaking voice F. Media presentation project - self analysis and group input of verbal presentation 1. Distractions during verbal presentation 2. Messages projected by body movements G. Filming the presentation H. Using film for feedback 1. Role-play 2. Student demonstration	A. Listening skills B. Oral communications C. Outlining and note taking D. Body language E. Functional reading skills			A. The student will be able to demonstrate a knowledge of good communication B. The student will be able to demonstrate an understanding of the necessary corrections needed in making his/her voice quality more pleasant C. The student will be able to demonstrate a knowledge of the value of good posture and the necessity for good voice quality D. The student will be able to be conscious of his/her own posture E. The student will be able to answer the telephone properly F. The student will be able to develop a better sounding telephone voice G. The student will be able to be more critical of his/her speaking qualities H. The student will be able to overcome the fear of speaking before a group I. The student will be able to overcome negative body language J. The student will be able to demonstrate an understanding of body movements which cause distraction during speaking

UNIT: COMMUNICATIONS FOR MEDIA MODELING - CONTINUED

TOPIC: FILMING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Learning the ½" VHS camera and video deck II. Using microphones III. Setting up background IV. Filming techniques V. Using cue cards and hand signals VI. Editing/transfers	A. ½" VHS camera and video deck 1. Use of tri-pod 2. Connecting camera to video deck 3. Operations of the deck 4. Inserting the video tape 5. Stretching the video tape 6. Cue-up tape and count down B. Filming introduction 1. Sign and voice over 2. Video/audio mixture C. Microphones 1. Clip microphones 2. Boom microphones 3. Balancing of sound 4. Mixing voice and music background D. Setting up the background 1. Aids to video production 2. Enhancing the production 3. News set 4. Sports set 5. Weather set 6. Talk show/interview sets 7. Fashion show E. Commercial close-up 1. Performer 2. Product 3. Proper exposure of actor and product F. Filming process 1. Lighting 2. Angles 3. One camera operation 4. Close up shots 5. Distant/full shots G. Aids for production 1. Cue cards a. writing b. using 2. Hand signals and terms a. organization b. direction	A. Functional reading skills B. Oral communications C. Listening skills D. Outlining and note taking E. Test taking skills F. Vocabulary G. Writing skills H. Research skills			A. The student will be able to demonstrate a knowledge of the use of the ½" VHS video camera and deck B. The student will be able to demonstrate a knowledge of stretching and cueing-up videotapes C. The student will be able to demonstrate a knowledge of the need and process of the voice-over D. The student will be able to demonstrate a knowledge of the effects of different kinds of microphones E. The student will be able to demonstrate a knowledge of how to balance sound F. The student will be able to demonstrate a knowledge of the impact of background/backdrop in video productions G. The student will be able to select the best or most effective backdrop H. The student will be able to film close-ups I. The student will be able to use different filming techniques J. The student will be able to write a script K. The student will be able to demonstrate a knowledge of the use of cue cards and hand signals L. The student will be able to direct and produce their own audition and interview for film M. The student will be able to edit the transfer

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	H. Personal audition - promoting the skills and abilities of the performer I. Techniques of the transfer process				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Filming commercials	A. Materials showing voice over production and introductions including program closing slating a self introduction 1. Film 2. Slides 3. Tapes 4. Handouts B. Commercial scripts - selecting effective commercials through reading of scripts C. Analyze for appropriate character actor - the message D. Effective voice quality in making commercials E. Actor's skill in producing a commercial - body language F. Effective clothing - aid to characterization G. Effective background and props - aid to characterization and product impact H. Make up for television - aid to characterization and product impact I. Hair styles - aid to characterization and product impact J. Timing of commercials - economic impact of television time K. Cue cards - aid in effective script presentation	A. Oral communications B. Outlining and note taking C. Listening skills D. Vocabulary E. Writing skills F. Research skills G. Study skills H. Test taking skills			A. The student will be able to demonstrate an understanding of the concept of the commercial B. The student will be able to demonstrate a knowledge of the parts of a commercial C. The student will be able to demonstrate a knowledge of the process of the voice over D. The student will be able to demonstrate an understanding of the value of a good introduction and closing E. The student will be able to demonstrate a knowledge of the make up of a good commercial script F. The student will be able to select a good character for a script G. The student will be able to demonstrate a knowledge of good voice quality, body language and proper attire H. The student will be able to select good background or good backdrop I. The student will be able to demonstrate a knowledge of the need for props J. The student will be able to apply appropriate make up and select the best hair styles K. The student will be able to demonstrate a knowledge of the necessity of correct timing L. The student will be able to write and use cue cards

UNIT: MEDIA

TOPIC: PUBLIC SERVICE ANNOUNCEMENTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Selecting a public service II. Write up the script of a public service announcement III. Produce a public service announcement	A. Review materials for public service announcement 1. Film 2. Slides 3. Handouts B. Value and need of public service announcements to a community C. Research in detail the message of the public service announcement D. Pro's and con's of a public service announcement E. Student project demonstration 1. Produce a public service announcement 2. Address filming concerns	A. Oral communications B. Outlining and note taking C. Functional reading skills D. Writing skills E. Study skills			A. The student will be able to demonstrate an understanding of the need and the concepts of a public service announcement B. The student will be able to select a good public service announcement C. The student will be able to research and write a good public service announcement D. The student will be able to produce a good public service announcement

UNIT: MEDIA - CONTINUED

TOPIC: THE INTERVIEW AND TALK SHOW

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Producing a television interview/talk show	A. Review and discuss materials for the production of the television interview/talk show 1. Films 2. Slides 3. Handouts B. Producing and presenting topics of interest for a large general audience C. Preparation 1. Research the topic of the interview 2. Write up effective questions for the interview 3. Prepare proper film clips for the interview 4. Prepare proper visual aids for the interview 5. Set up a meeting/ rehearsal for the personality 6. Select staging 7. Prepare television set, video date and studio time 8. Rehearse interview for time frame allowed/ allotted 9. Arrange for proper attire and make up 10. Film interview 11. Editing clips/tapes D. Field trip to television studio	A. Oral communications B. Outlining and note taking C. Vocabulary D. Functional reading skills E. Expository writing skills F. Study skills			A. The student will be able to demonstrate a knowledge of the parts of a good interview B. The student will be able to demonstrate an understanding of the concepts of the interview C. The student will be able to demonstrate a knowledge of the selecting of an interesting personality for an interivew D. The student will be able to research for a good interview E. The student will be able to properly prepare for a good interview F. The student will be able to properly produce a good interview for media G. The student will be able to demonstrate a knowledge of good organization H. The student will be able to demonstrate an understanding of the importance of good communication and organization I. The student will be able to produce a good interview for the media

UNIT: MEDIA - CONTINUED

TOPIC: SPORTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Produce a sports report for television	A. Review and discuss techniques for effective announcing 1. Radio 2. Television 3. Printed sports announcements B. Write up topic from some form of media dealing with sports acquiring facts and details of the sports article C. Write up a report on sports delivery 1. Visual 2. Audio 3. Voice quality 4. Dress/apparel D. Present a sports announcement for filming	A. Oral communications B. Outlining and note taking C. Vocabulary D. Functional reading skills E. Expository writing skills F. Study skills G. Test taking skills			A. The student will be able to demonstrate a knowledge of the parts of a good sports report B. The student will be able to demonstrate a knowledge of the concepts of sports reports for the media C. The student will be able to research a good sports report D. The student will be able to write a good sports report E. The student will be able to demonstrate a knowledge of the facets of a good sports report for media F. The student will be able to produce a good sports report for television

UNIT: MEDIA - CONTINUED

TOPIC: NEWS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Produce a news report for television	A. Review and discuss techniques for news announcing 1. Radio 2. Television 3. Printed news announcement B. Write up topic from some form of media dealing with news acquiring facts and details of the news article C. Write up a report on news delivery 1. Visual 2. Audio 3. Voice quality 4. Dress D. Present news announcement for filming	A. Oral communications B. Outlining and note taking C. Functional reading skills D. Vocabulary E. Expository writing skills F. Study skills G. Test taking skills			A. The student will be able to demonstrate an understanding of the concepts of news reporting B. The student will be able to demonstrate a knowledge of the parts needed for a good news report C. The student will be able to research a news report D. The student will be able to properly write a good news report E. The student will be able to demonstrate a knowledge of the various facets needed in presenting a good news report for television F. The student will be able to produce a good news report for television

UNIT: MEDIA - CONTINUED

TOPIC: WEATHER

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Produce a weather report for television	A. Review and discuss materials for delivering a good weather presentation 1. Print media 2. Weather Bureau Service B. Guides for weather presentations 1. Weather maps 2. Weather visuals C. Aids to presentation 1. Proper attire 2. Proper hair style D. Techniques for good and interesting weather presentations 1. Body language 2. Voice quality 3. Voice tone 4. Voice projection E. Film weather presentation	A. Oral communications B. Outlining and note taking C. Vocabulary D. Functional reading skills E. Interpretation of maps F. Study skills G. Expository writing skills		Weather	A. The student will be able to demonstrate a knowledge of the concepts of weather reporting B. The student will be able to demonstrate a knowledge of weather report sources C. The student will be able to demonstrate a knowledge of a weather map D. The student will be able to recite the information on a weather map E. The student will be able to demonstrate an understanding of the need and value of aids in reporting the weather F. The student will be able to demonstrate a knowledge of good voice quality to reporting G. The student will be able to produce a good weather report for television

UNIT: FASHION DIRECTOR/MODEL

TOPIC: CLOTHES SELECTION/MODEL DISPLAY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Select appropriate style of clothing for the right occasion II. Select a complete wardrobe based on proper A. Design B. Color C. Style III. Determine good and poor dress designs through news and magazine pictures (project demonstration) IV. Select appropriate shoes and accessories	A. Clothing 1. Analysis of clothes student is wearing a. film b. handouts 2. Determine appropriate design, style and color of apparel a. film b. lecture 3. Determine appropriate apparel for the occasion a. job interview b. casual c. business d. evening e. media f. modeling 4. Fashion seasons a. fall - Labor Day to October 31st b. winter - November 1st to March 21st c. spring - March 22nd to June 1st d. summer - June 2nd to Labor Day 5. Basic clothing a. rain wear b. jumper c. dress d. special dress e. past suits f. sports wear g. school clothes 6. Basic lengths of clothing a. short b. regular short c. classic length d. midi e. ankle f. maxi B. Figure types - short, medium and tall 1. Average/normal 2. Triangular 3. Hourglass 4. Inverted triangle 5. Rectangular	A. Outlining and note taking B. Functional reading skills 1. Handouts 2. Magazines 3. Text C. Writing skills D. Vocabulary E. Test taking skills	A. Lines B. Shapes C. Dimensions	Color	A. The student will be able to demonstrate a knowledge of the appropriate apparel 1. Personal dictates 2. Social dictates B. The student will be able to select, purchase and organize his/her wardrobe C. The student will be able to select the appropriate style for the right occasion D. The student will be able to select clothing with good meaningful design E. The student will be able to select a complete wardrobe based on proper design, color and style F. The student will be able to demonstrate a knowledge of the importance of shoes G. The student will be able to demonstrate a knowledge of the importance of correct fitting shoes to good health H. The student will be able to demonstrate a knowledge of the importance of good shoes to good walking I. The student will be able to demonstrate a knowledge of the importance of good shoe styling for fashion J. The student will be able to demonstrate an understanding of the concept of accessories in fashion

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	C. Dress designs 1. Good and poor designs 2. Fitting design to body shapes and sizes 3. Design, style and color 4. Six basic lengths a. short b. regular short c. classic lengths d. midi e. ankle f. maxi 5. Figure types 6. Lines 7. Collars 8. Sleeves 9. Necklines 10. Style cut a. simple basic dress b. princess type c. "A" line d. shift or straight line e. vertical line f. simple line and color g. gored skirt h. dropped waist i. heavy pleat j. borders and trim k. full skirt D. Complexion and fashion E. Shoes 1. Review materials a. handouts b. test c. magazine articles d. film presentation e. speaker 2. Impact of shoe selection a. style b. fashion c. walking d. posture 3. Heel styles 4. Shoe designs F. Scarf and scarf arrangement G. Field trips to a banking/retail store and trade shows				

UNIT: MODELING

TOPIC: HAIR CARE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Select hairstyles for own face shape II. Identify the seven basic face shapes III. Create and style various hairstyles in front of mirror IV. Model hairstyle using head roll techniques	A. Hair 1. Identification of hair texture 2. Hair configuration a. cortex b. medilla c. cuticle 3. Identification of hair problems 4. Care program a. massage b. brushing c. dandruff control B. Hairstyles 1. Hairstyle and personality 2. Selecting hairstyles according to own face shape 3. Hairstyles for different occasion/fashion a. Sportswear b. business c. afternoon d. evening e. theatrical f. modeling C. Seven basic face shapes D. Review and discuss materials 1. Film on hair 2. Text 3. Handouts 4. Filmstrip 5. Speaker	A. Oral communications B. Outlining and note taking C. Writing skills D. Functional reading skills E. Vocabulary F. Test taking skills		Parts of the body	A. The student will be able to identify the parts of the hair B. The student will be able to identify different hair textures C. The student will be able to identify his/her own hair problems D. The student will be able to properly care for his/her own hair E. The student will be able to select a hairstyle to fit his/her personality or need F. The student will be able to select the best hairstyle for his/her own face shape G. The student will be able to select the proper hairstyle for different functions H. The student will be able to select the best hairstyle for his/her self I. The student will be able to describe hairstyle J. The student will be able to model hairstyles

UNIT: MODELING - CONTINUED

TOPIC: WALKING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Demonstration of A. Proper gait B. Stride walking C. Proper body posture D. Model stances II. Demonstrate a routine using the reverse turn with a forward turn and double turn during a modeling movement III. Demonstrate and practice A. Lunges B. Straddle movement C. Straddle swing D. Foot angles and proper placement IV. Filming of performance	A. Walking properly B. Model walking C. Good posture D. Walking turns 1. ½ turn 2. Half turn 3. Full turn 4. Spin turn 5. Reverse turn 6. Forward turn 7. Double forward turn E. Techniques and routines in modeling 1. Lunge 2. Straddle movement 3. Straddle swing F. Foot placement in modeling routine G. Develop, direct and produce film of student's performance for self analysis and critique H. Review and discuss 1. Slides 2. Films 3. Handouts	A. Oral communications B. Functional reading skills C. Writing skills D. Outlining and note taking E. Vocabulary F. Test taking skills	A. Whole numbers B. Counting C. Coordination by numbers D. Timing E. Timing by beats of music F. Timing of performance	A. Skeletal system - spinal column B. Muscles 1. Developmet 2. Tone	A. The student will be able to walk and stand properly B. The student will be able to walk and stand like a model C. The student will be able to do all modeling turns D. The student will be able to stand properly while modeling E. The student will be able to sit properly F. The student will be able to properly rise from a sitting position G. The student will be able to properly cross his/her legs H. The student will be able to put together a routine using a variety of turns I. The student will be able to do lunges, straddle movements and straddle swings in modeling routines J. The student will be able to direct and produce a film of performance

UNIT: MODELING - CONTINUED

TOPIC: FLOOR ROUTINES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Demonstrate and practice A. Informal retail routine B. Hotel/luncheon show routine C. Informal wholesale modeling routine D. Convention/trade show routine	A. Review and discuss materials 1. Films 2. Handouts 3. Slides B. Concepts of floor modeling 1. Different types of retail modeling 2. Hotel/luncheon show 3. Informal wholesale modeling 4. Conventions and trade shows	A. Oral communications B. Writing skills C. Outlining and note taking D. Functional reading skills E. Vocabulary	A. Timing B. Timing to music beats C. Counting D. Computation of sale material E. Computation of sales tax		A. The student will be able to demonstrate an understanding of the techniques necessary for retail modeling B. The student will be able to use the techniques necessary for retail modeling C. The student will be able to write up orders D. The student will be able to demonstrate an understanding of the techniques necessary for the hotel/luncheon show E. The student will be able to use techniques necessary for the hotel/luncheon show F. The student will be able to speak to individuals or small groups G. The student will be able to use the techniques necessary for informal wholesale modeling H. The student will be able to demonstrate an understanding of the techniques necessary for informal wholesale modeling I. The student will be able to demonstrate an understanding the techniques necessary for convention/trade show modeling J. The student will be able to use the techniques necessary for convention/trade show modeling

UNIT: MODELING - CONTINUED

TOPIC: STAGE ROUTINES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Demonstrate and practice A. Modeling formations B. Modeling routines using props C. Proper facial expressions D. Proper body language	A. Review and discuss materials 1. Slides 2. Films 3. Handouts B. Stage modeling and modeling formations 1. "Y" 2. "T" 3. "X" 4. "I" 5. "U" C. The prop in modeling - making the best use of props D. The need for good facial expression and appropriate body language while modeling E. Student plan project demonstration	A. Oral communications B. Outlining and note taking C. Functional reading skills D. Vocabulary E. Writing skills	A. Counting B. Timing C. Timing with music beats		A. The student will be able to model on stages requiring different formations B. The student will be able to demonstrate an understanding of the value of props in modeling C. The student will be able to make effective use of props while modeling D. The student will be able to coordinate facial expressions and body language while doing modeling routines

TOPIC: RUNWAY ROUTINES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Demonstrate and practice modeling routines on various runways	A. Modeling runways 1. "T" shaped 2. "I" or platform 3. "U" shaped 4. "Y" shaped B. Using proper stop spots	A. Oral communications B. Functional reading skills C. Outlining and note taking D. Vocabulary E. Test taking skills	A. Timing B. Timing to music beats		A. The student will be able to model a routine for a "T" shaped runway B. The student will be able to model a routine for an "I" shaped runway C. The student will be able to model a routine for a "U" shaped runway D. The student will be able to model a routine for a "Y" shaped runway

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UNIT: MODELING - CONTINUED

TOPIC: THE FASHION DINNER SHOW

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan, develop, organize and produce a fashion dinner show II. Film the production	A. The fashion dinner show as a culmination of all modeling skills B. The fashion dinner show as a culmination of all business relations skills C. The fashion dinner show as a culmination of all media skills D. Filming the production for a final analysis of each student's performance	A. Writing skills B. Vocabulary C. Acting skills D. Oral communications	A. Timing B. Timing by music beats C. Pricing of merchandising D. Accounting methods E. Computation F. Computation of sales tax G. Collecting money H. Making change	A. Color B. Lighting	A. The student will be able to communicate with people and peers B. The student will be able to demonstrate an understanding of the need for team work C. The student will be able to demonstrate a knowledge of social and business communication skills D. The student will be able to develop a positive and cooperative attitude with coworkers E. The student will be able to show an understanding for, care for and respect toward people who helped and the equipment used F. The student will be able to show concern for apparel used G. The student will be able to demonstrate an understanding of production level work H. The student will be able to select proper fashion items I. The student will be able to write a script J. The student will be able to research a garment K. The student will be able to orally present script L. The student will be able to apply make up for modeling production M. The student will be able to style his/her own hair to achieve a given effect for a modeling production